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## ABSTRACT

This publication contains 19 one- or two-page profiles of Illinois vocational education students who have achieved success in their high school or community college programs and/or in work following completion of their vocational programs. The persons described succeeded in a variety of vocational fields, some of them with handicaps such as cerebral palsy, learning disabilities, mental retardation, mental illness, and physical handicaps. Others were adult students with families and full-time jobs, single parents of small children, older adults changing careers, and incarcerated persons. The profiles are written in the third person but many contain first-person accounts, along with testimony about the subjects by employers, teachers, and parents. The document also contains a short overview of vocational education in Illinois. (KC)

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# ILLINOIS



## COUNCIL ON VOCATIONAL EDUCATION

Documents in the Vocational Education  
Success Stories Series Include:

Community Partnerships  
Individual Roles  
Benefiting Students  
Serving Special Populations

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## Vocational Education Success Stories:

# BENEFITING STUDENTS 1986

CE 055 428

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**Vocational Education Success Stories:**

**Benefiting Students**

A Report  
of the  
ILLINOIS COUNCIL  
ON  
VOCATIONAL EDUCATION

Documents in the Vocational Education  
Success Stories Series include:

Community Partnerships  
Individual Roles  
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Serving Special Populations

1986

## To the Reader

This publication is one in a series of four prepared to report ICoVE's Recognition Program. The ICoVE Recognition Program was designed to serve the following five purposes:

**Purpose 1. Commend accomplishment and achievement in vocational education.** Although much has been said in recent years about what is wrong with education, some *good* things are happening in our schools and these should be brought to the attention of the citizens of Illinois. Encouragement through recognition may increase efforts to strive for excellence.

**Purpose 2. Collect information about vocational education and evaluate its success.** Questionnaires were completed by nominees for special recognition. Responses provided ICoVE with information about how participation in vocational education had been beneficial to the individuals, their work place, students, and the vocational education programs. Responses revealed how those outside the vocational education community had become interested in getting involved with vocational education programs. Characteristics of successful programs were identified. Information was collected about people from all walks of life who were working together to help educate Illinoisans for employment. Participants gave ICoVE suggestions about how to maintain quality vocational education programs and assist those needing improvement.

**Purpose 3. Provide a resource guide of successful vocational education programs and activities.** ICoVE encourages the use of this publication as a resource for model programs and activities for replication by others. Vocational educators have always been willing to share information to help others. Each success story includes the name and address of someone who can provide more information about the described program.

**Purpose 4. Assist ICoVE in partial fulfillment of its mandated responsibilities.** Information collected for the ICoVE Recognition Program was merged with other information and data to draw conclusions and make recommendations mandated by legislation. Mandated responsibilities this project helps to fulfill include

- Report on policies needed to strengthen vocational education programs, particularly for the handicapped;
- Advise on how the private sector can help to modernize vocational education programs;
- Report on the availability of activities and services;
- Recommend how business and labor concerns can be used;
- Assess use of federal funds to support vocational education programs;
- Recommend how the public can be involved in providing vocational education;
- Report on equal access to quality vocational education programs for target populations;
- Evaluate coordination between vocational education and JTPA.

**Purpose 5. Report ICoVE's recommendations to the Governor, Illinois State Board of Education, General Assembly, private sector, general public, vocational educators, parents, job training community, students, U.S. Department of Education, and U.S. Department of Labor.** This series of Vocational Education Success Stories contains findings, conclusions, and recommendations, in addition to "success stories." This information is provided to satisfy the mandate to report and present recommendations to the above audiences.

## Students Benefit

The Illinois Council on Vocational Education (ICoVE) asked successful vocational education students why they had enrolled in vocational education programs, what they had learned, and how vocational education fit into their career goals. Students included youth and adults, as well as handicapped students and students with other special needs.

ICoVE found that all of the students were pleased with their success and believed vocational education had provided "lasting and meaningful contributions" to their educational experience and career goals. Highlights of what students said about vocational education follow:

- Over 90% of the students believed vocational education had gotten them "involved in something worthwhile."
- One-third credited vocational education with keeping them in school.
- 38% said they experienced their first success in vocational education.
- 69% of the successful vocational education students described themselves as "naturally competitive."

Students were asked what they had learned in their vocational education programs. Their responses included the following:

### JOB SKILLS

- 92% of the students indicated that vocational education had provided them with the skills necessary to get a job.

### ACADEMIC KNOWLEDGE

Most occupations in today's labor market require workers to be able to apply academic knowledge on the job. When ICoVE asked successful vocational education students what they had learned in their vocational education programs, responses about academic knowledge were included. Students reported they had learned:

- 70% Mathematics as it relates to my job.
- 61% Science as it relates to my job.
- 52% English as it relates to my job.

### JOB ATTITUDES

Employers have indicated that attitudes at work and about work are important components of education for employment that need to be incorporated into programs. Successful students gave the following job attitude-related responses about what they had learned in their vocational education programs:

- 82% Good work habits.
- 76% How to get along with others on the job.
- 72% How my training could lead to advancement and better jobs.
- 62% How it feels to be successful.
- 58% That I enjoy working.
- 47% The value of work.

### WORK RELATED SKILLS

Only 23% of the students indicated they had learned money management skills such as budgeting, handling a paycheck, income tax, check writing, and use of credit.

Vocational education students gave the following order of importance to factors which contributed to their success and achievement:

- Personal interest in the occupational field.
- Desire for success.
- Encouragement from vocational education teachers.
- Encouragement from parents.
- Enjoyed success.
- Assistance from guidance counselors.

Handicapped vocational education students were asked to identify four factors (from a list of eleven) which had made the greatest contribution to their success:

- All responded "my own determination" and "encouragement from my family."
- Other responses included encouragement from employers, co-workers, teachers, and guidance counselors; confidence from other people, and instruction which accommodated the handicapping condition.
- Neither encouragement from friends nor equipment to accommodate their handicap were selected.

## Vocational Education Teachers and the Handicapped Student

Vocational education teachers of successful handicapped students were asked several questions about the special help they need and receive which assists them in helping handicapped students to work toward their career aspirations. ICoVE shares this information to provide resource ideas to teachers and information about in-service needs for planners and administrators.

### Who Helps the Teacher?

Vocational education teachers who are inexperienced in teaching handicapped students often express a desire for assistance in learning how to accommodate the individual and unique needs of handicapped students. ICoVE presented a list of ten individuals to teachers of successful handicapped students and asked the teachers to mark those who had helped the teacher to provide appropriate instruction and services for their handicapped students. Following is a list of those individuals and the percentage of teachers who indicated they had received help from them:

- 91% Handicapped student
- 82% Employers or co-workers of the handicapped student
- 73% Other vocational education teachers
- 70% Special education teachers
- 64% Administrators (most help was during planning phase)
- 55% Academic teachers
- 52% Guidance personnel
- 45% Parents or family
- 45% Organizations or foundations for the handicapped
- 18% Community groups or other volunteers

### What Help Do Teachers Need?

When presented a list of the kinds of assistance vocational education teachers might need to help

handicapped students succeed in their vocational education programs, successful teachers suggested the following: (Percentages indicate the percentage of teachers who made the suggestion. Teachers gave an average of five suggestions.)

- 82% Employers willing to hire handicapped students
- 73% Encouragement
- 64% Opportunity to discuss the students' special needs
- 57% Help to alter instructional materials
- 57% Time to seek help
- 53% Courses about working with handicapped students
- 48% In-service education opportunities
- 45% Alleviate their fears
- 45% Provide special equipment
- 9% How to work with parents of handicapped students

### Skills Possessed by Successful Teachers

Teachers of successful vocational education handicapped students were asked to identify skills they believed had helped them to work successfully with handicapped students. In rank order by the number of teachers identifying the skill, these traits included:

- Ability to recognize the student's special needs
- Good working relationships with other teachers
- Empathy for the handicapped
- Awareness of necessary classroom adjustments
- Ability to adapt/adjust equipment
- Ability to adapt academic work
- Resourceful, knew where to get help

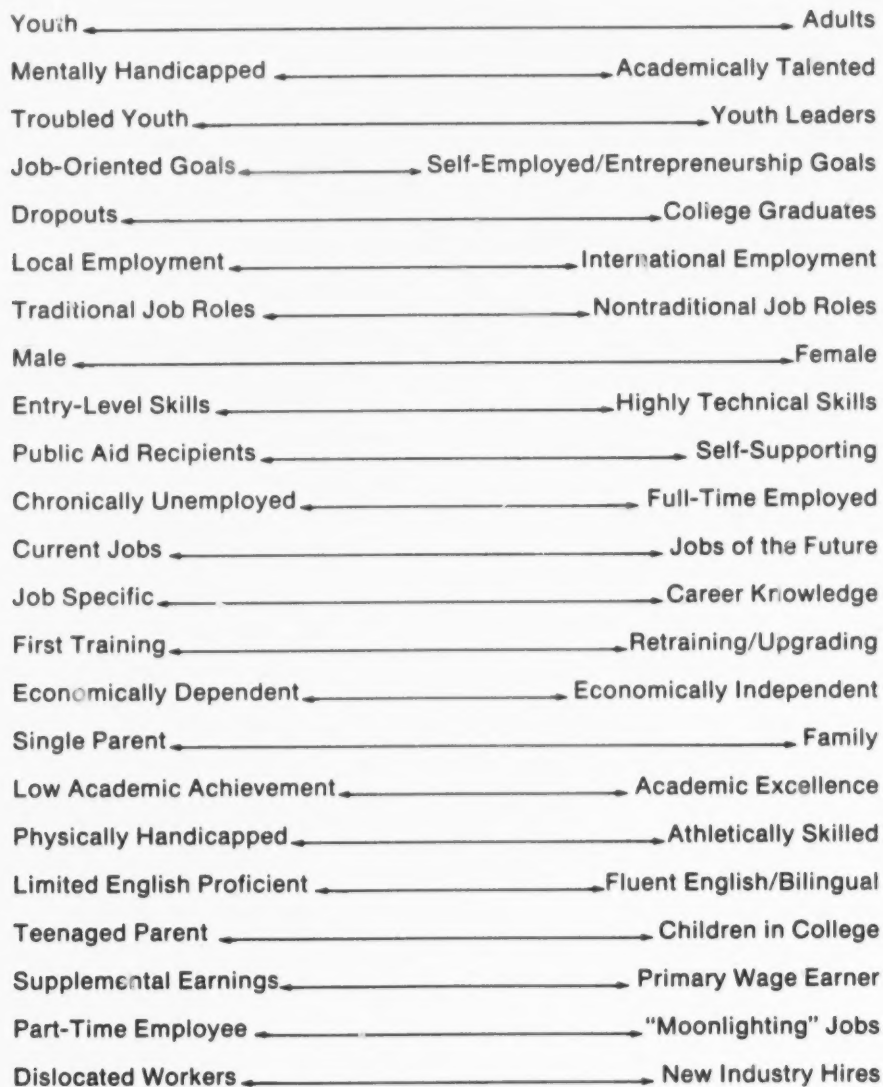
## Statewide Facts about Vocational Education Students

Each year approximately 758,000 students participate in education for employment programs in Illinois public schools. Another million students receive career information at the elementary level. Of the approximately 758,000 participants, 57% are secondary students (representing 75% of all secondary students), 39% are postsecondary students (representing approximately 38% of the community college enrollment), and 4% are adult students.

In Illinois, education for employment is available in 565 secondary schools, 34 area vocational centers, 39 community colleges, two universities, and four state agencies.

### Individual Differences

Students who participate in vocational education represent a broad spectrum of experiences, characteristics, abilities, interests, needs, and individuality. On a scale they would reach from one extreme through the other. Their reasons for becoming involved vary and their need for special services in order to be successful differ greatly. Nonetheless, education for employment can and does serve students representing a multitude of individual differences as illustrated below.



## Experience in the Work Place

When jobs are scarce, an applicant having previous employment experiences has an edge over those who do not. This is particularly true for youth and young adults. Through the cooperative vocational education programs, students have an opportunity to acquire on-the-job experience as part of their education for employment. The "coop" program is designed to provide at least 15 hours of work per week for 36 weeks. Below is information about on-the-job experiences and earnings of 29,396 Illinois students who participated in cooperative vocational education.

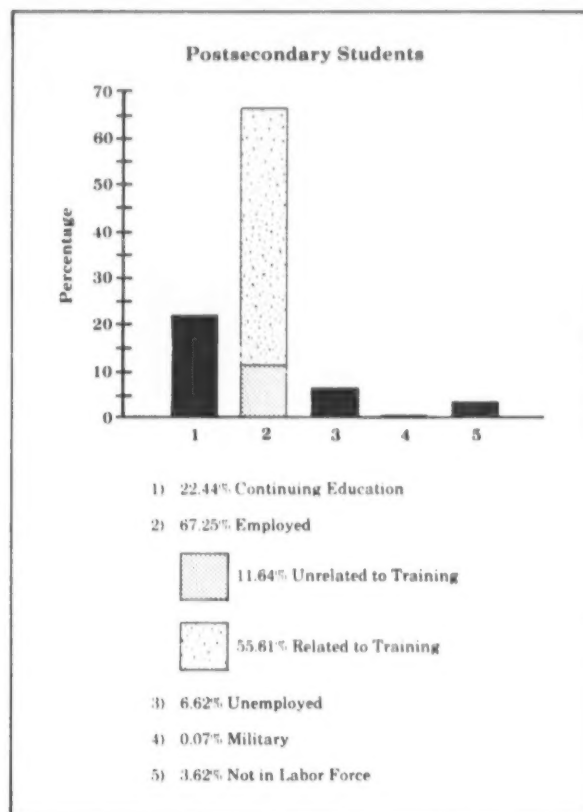
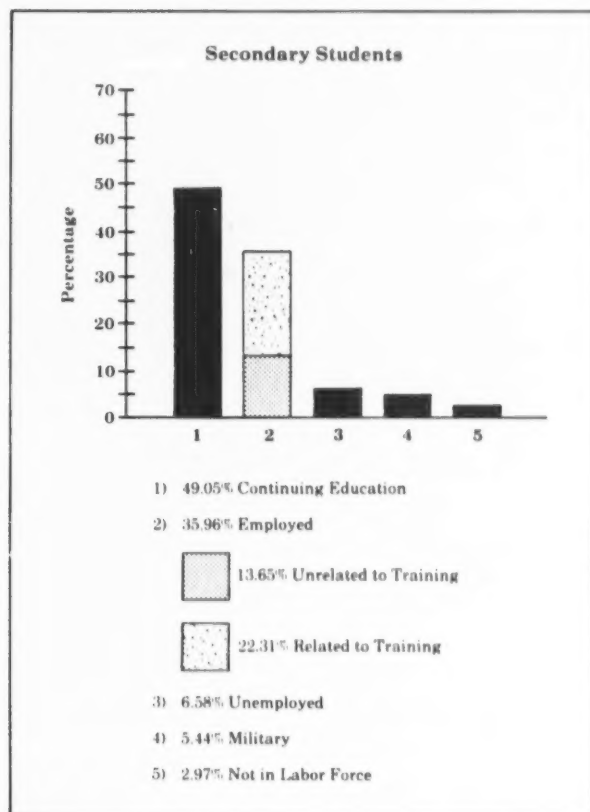
|                                         |   |                 |
|-----------------------------------------|---|-----------------|
| Total earnings for part-time employment | = | \$53,000,000.00 |
| Average total earnings per student.     | = | 1,802.97        |
| Average monthly earnings per student    | = | 200.33          |
| Average weekly earnings per student     | = | 50.08           |
| Average hourly earnings per student     | = | 3.33            |

## Employment of Former Students

Follow-up studies of students ten months after they completed vocational education (1985) reveals the following information:

- Average hourly wage of males = \$6.50 or \$13,520 average annual income
- Average hourly wage of females \$5.90 or \$12,272 average annual income.
- The employment rate of all Illinois youth ages 16-19 years is 43.5%. Of these youth, 10.8% are unemployed, but 19.9% of the 16-19-year-old labor force is unemployed. Of the total number of vocational education students who completed vocational education, only 6.59% were unemployed (10-month follow up).

Employment information about students who completed secondary and postsecondary vocational education programs is illustrated below.



## Conclusions

The Illinois Council on Vocational Education has reached several conclusions about how vocational education can benefit students. Examples of these conclusions follow.

### VOCATIONAL EDUCATION HAS THE CAPACITY TO BENEFIT STUDENTS BECAUSE IT PROVIDES STUDENTS AN OPPORTUNITY TO

- Acquire skills to perform jobs related to their career aspirations
- Learn academic knowledge related to their occupational field, particularly mathematics, science, and communication subject matter
- Apply subject-matter knowledge to job skills
- Comprehend the application of knowledge to the work place
- Understand the relationship of school to work
- Develop positive attitudes toward work

- Acquire on-the-job experience
- Accumulate a work history
- Improve their ability to work with other people
- Communicate with employers and coworkers
- Identify role models
- Experience success
- Explore the world of work firsthand
- Become acquainted with modern equipment in a technical work place
- Build self-esteem
- Contribute to family or personal income
- Develop an appreciation for both work and school
- Participate in leadership development through vocational education student organizations
- Work as they pursue additional education

## Recommendations

The Illinois Council on Vocational Education recommends that the education for employment community enhance its capacity to benefit students in vocational education by ensuring quality program features such as the following:

- Curricula based on task lists that have been verified by experts from the work place
- Knowledge and application of mathematics, science, and communication skills related to the student's chosen career
- On-the-job experiences in the work place
- Skill competency in the occupation for which the student is preparing
- Exposure to the latest technologies in the field
- Opportunities for interaction with numerous employers and employees

- Experiences which build self-esteem and self-confidence
- Leadership development activities
- Instruction in the work ethic and employer expectations
- Hands-on experiences with modern equipment
- Reasoning skills
- Information about career ladders and opportunities for advancement and retraining
- Knowledge related to money management
- Understanding of our economic structure
- Respect for equipment, safety, and coworkers
- Experience in preparing job applications and resumes and job interviews



**Tom McMahan  
Parkland College  
Champaign, Illinois**

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***Blind student pursues broadcasting career—becomes student manager of Parkland College's radio station—returns support in appreciation of Lions Club assistance.***

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Tom McMahan is an intelligent, fun-loving, young man who likes sports and operating amateur radios and happens to be totally blind.

Tom will receive his Associate in Applied Science degree in the Broadcasting Option of Communications in May, the first visually impaired student to successfully complete that program at Parkland College.

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*Over 40,000 people live in the WPCD coverage area. We are, therefore, selective about our staffing. We schedule Tom for on-air duties without hesitation. Tom is involved with Handi-Hams, an organization for support of Amateur (HAM) radio licensing among handicapped students.*

—Stephen E. Brown, Director of Broadcasting, WPCD-FM, Parkland College

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Tom has become well-known at Parkland as Tom McCoy, one of the voices of WPCD-FM, Parkland's 3300 watt educational radio station. Tom's hard work in broadcasting paid off last year when he was chosen as a student manager for WPCD. Tom plans to pursue his broadcasting career after graduation as an on-air personality at a radio station.

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*The Paxton Chapter of the Lions Club acquired a leader dog for Tom "Cocoa" is well-known around Paxton and Parkland College. The Champaign Lions Club also purchased an Electric Perkins Braille, a Wilson Braille-n-Print, and a printer for use of Parkland College students. Parkland student Tom McMahan demonstrated the equipment to Lions Club members. The Braille-n-Print uses modern microcomputer technology to translate braille into English text. It eliminates the need for time-consuming transcription since it simultaneously produces braille and printed English. The equipment enables blind students to proofread their print copy by reading the braille.*

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Tom's popularity and success at Parkland can be partially attributed to his leader dog, Cocoa. Tom acquired Cocoa through the Lions Clubs of America Leader Dog Program. In return, Tom has been very active in speaking to Lions Clubs and participating in their activities such as selling candy on Lions Candy Day. Tom has also been active at Parkland, having served as President of the Parkland Association for the Handicapped.

Tom is an exceptional young man with many friends at Parkland who will miss him when he graduates. Hopefully, everyone will be able to listen to him on one of the local radio stations in the near future!

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*Tom should easily enter the commercial broadcast field in the very near future. Working with Tom has greatly assisted the management of WPCD-FM in preparing to assist any student with a personal limitation, not merely the sight handicapped.*

—Gerald E. Brock, News/Public Affairs Director, WPCD-FM, Parkland College

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Dan Hughes, WPCD General Manager writes:

When I was told (in the summer of 1982) that a blind student was coming into the broadcasting program at Parkland College, I was both excited and apprehensive at the thought of such a challenge. As general manager of the Parkland radio station, I would be responsible for coaching Tom as he learned to run our broadcasting equipment and to DJ a radio program.

As it turned out, though, working with Tom was anticlimactic. It simply wasn't that much different from working with my sighted students. Except that I didn't have to repeat myself as much with Tom.

Tom attacks everything he does with gusto. Besides running a weekly three-hour radio show for us, Tom does a lot of off-air production work. We have daily programs that come to us on a long reel of tape, and

Tom dubs these shows onto easier-to-use tape cartridges

I don't know where he finds the time, but he also stays busy with outside interests. Just since he has come to Parkland, he has learned to play the guitar AND he has earned a ham radio license—which

requires a knowledge of basic electronics and the ability to both send and receive Morse Code

Tom has a gift for squeezing more from life than most sighted people I know. His joy and enthusiasm are infectious. He is a pleasure to be around, and I'm proud to call him my friend.

This success story is being submitted for national recognition.

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**Nominated by:** Jane Moore, Coordinator of Handicapped Services, Parkland College, 2400 W. Bradley, Champaign, Illinois 61821, 217/351-2200, Ext. 247  
**For additional information, contact:** Stephen E. Brown, Director of Broadcasting, Parkland College, 2400 W. Bradley Avenue, Champaign, IL 61821, 217/351-2217, Ext. 367

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**Debbie Kevie  
Lawrence Adult Education Center  
Springfield, Illinois**

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***Determined to be self-sufficient, adult student removes self and children from public aid assistance.***

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Debbie Kevie enrolled at the Lawrence Adult Center in 1979 to work toward getting her GED. At that time she and her children were totally dependent on public aid assistance. Her employment history included having worked as a nurse's aide and as a waitress in a small town cafe. All her working experience had been for short duration and minimum wage or less. Upon entering the Lawrence Adult Center, she immediately asked for employment opportunities within the school while a student. She was hired in the school's kitchen, and she worked there part-time until she completed her GED.

After the completion of her GED, she learned about opportunities available through vocational training and decided to enroll in the clerical skills vocational program. Her classes included Secretarial Procedures, Data Entry, Word Processing and Basic Computer Programming. She developed good skills, was dependable, and was eager to learn how to better herself and to attain employment.

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*Determined to overcome all adversities and become self-sufficient, Debbie returned to Lawrence to acquire clerical skills through the vocational program.*

—Alice M. Nichols, Program Manager, Lawrence Adult Center

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#### Needed Job History

Because Debbie lacked work experience, she was placed in the OJT Program (On-the-Job Training). In this program she was employed by the City of Springfield in the Accounts and Finance Department. This was not a paid position, but the working experience was invaluable to Debbie. She was in the OJT Program for four months as a secretary. At the end of that four-month period she had done an excellent job as secretary and had acquired a working history in the office occupation field. As a result of her accomplishments, she was nominated and received

the John George Nicolay Award in 1985. This award was presented by the Greater Springfield Chamber of Commerce to outstanding secretarial students in the area schools.

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Debbie tells her story:

*I find myself very fortunate that I had the opportunity to go to the Adult Center. It is clearly one of the best educational facilities in Springfield because of what it can do for you, the graduate who can't read, the high school dropout who has realized that dropping out was not the smartest thing he/she ever did.*

*I started out just wanting to get my GED and discovered the many things that Lawrence [Adult Center] had to offer. After getting my GED I decided that that just wasn't enough. So from there I took courses in secretarial procedures, word processing, data entry, office procedures, business English, and of course, business math. While taking these classes I was approached with a new program that was just starting up, OJT (On-the-Job Training Program) and was employed at the Municipal Building for a period not to exceed four months. It was my first experience working as a secretary and the feeling was great. Although I wasn't getting paid for this position, I really felt that I had finally accomplished something worthwhile in my life and that some day I would not have to depend on a Public Aid check, which I always hated.*

*Now I am totally independent and although it's hard at times, I'm still glad that I am working. The Lawrence Adult Center has given me the opportunity that I never dreamed I would have. The best thing about Lawrence is the wonderful group of people they have working there. They really care about you and where you want to go with your life. They simply won't let you get discouraged. So I say to anyone who is thinking about returning to school or entering a vocational school, Lawrence is the place to be.*

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### Employed by Adult Education Center

Since that time she has been employed as a temporary secretary by the Lawrence Adult Center in two of their programs—the Scope Program and the WIN Program. In both programs she performed with excellence and this past September was employed as the secretary to the Literacy Coordinator at the Lawrence Adult Center.

Debbie Kevie is now completely independent of welfare assistance.

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*She will stay beyond "8-5" when she knows that she is needed or could be helpful. She has even taken things home to finish when we are behind and cannot seem to get caught up. Hiring Debra has been one of my better decisions.*

—Judith Rake, Literacy Coordinator, VIA/LITERACY, Lawrence Adult Center

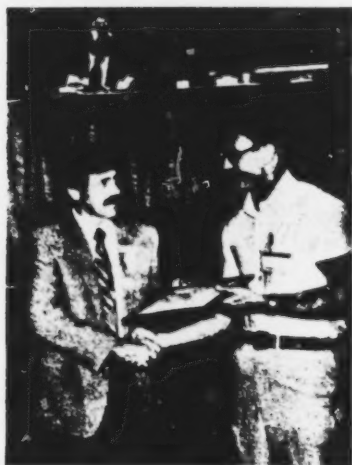
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This success story is being submitted for national recognition.

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Nominated by: Dr. Jack Pfeiffer, Principal, Lawrence Adult Center, 101 E. Laurel Street, Springfield, IL 62704, 217/525-3144  
For additional information, contact: Lawrence Adult Center, 101 E. Laurel, Springfield, IL 62704, 217/525-3144

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**Michael Bouse**  
**Vienna Correctional Center**  
**Vienna, Illinois**

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*Inmate assists instructors, prepares learning aids, works at ambulance service, tutors, designs feedback system for released graduates, strives for credentialing by the American Heart Association and computerizes job search information.*

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Michael Bouse is an inmate at the Vienna Correctional Center and during his incarceration has displayed outstanding qualities with regards to the medical programs there.

Mike has completed courses in Emergency Medical Technician, Emergency Rescue Technician, and Medical Terminology. While a student in these programs, he maintained the highest possible grade-point average and displayed a great deal of interest and initiative in the programs.

#### **Prepares Learning Aids**

He has been the instructor's aide for these programs for the past year and has proved invaluable in that respect also. He frequently lectures to the class and has designed several tests that have proved effective learning aids. He has also helped promote the programs by writing about them for the prison newspaper. He won an American Penal Press Award for an article about our EMTs working in the community program, for which he was the first inmate selected to actually work in town.

His initiative and dedication to our medical programs was further proved during the period when he worked nights in town on the ambulance service. During this period he did not give up his job as instructor's aide though he did not get paid. He worked all night and then worked all day here in the classroom.

In addition to this, he holds extra classes on his own time. His extra classes have definitely helped some of our marginal students graduate from the program and pass the state test.

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*Some time ago, Michael Bouse, got in touch with me. He was looking for information on ambulance services for a job-finding program. I have been impressed with his plans along those lines.*

—Robert E. Motti, Regional EMS Coordinator, Illinois Department of Public Health

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*My name is John Davis and, until tomorrow, I am incarcerated at the Vienna Correctional Center. I recently took the EMT class. It was pretty hard for me. I did not think I would pass the state test. Without the help of Mike Bouse, the instructor's aide, I am almost sure I would not have. He helped me on his own time. The day before the state test he had a special class for some of us who weren't doing so good. When the results came back, I got an 86% on it!*

*Like I said, I get out tomorrow. I talked to Mike today and he gave me a bunch of stuff about jobs in my area and other stuff about how to get them. This is the kind of stuff I need. I'm really interested in EMT work and a lot of that came from Mike and the teacher of the class. They worked with me special like because I needed it. I'm grateful for that and for the confidence it built in me. When I got locked up, I never thought I could ever have a good job where I could feel good about it. I know different now.*

*If things work out, I'll be working for an ambulance company by the time you read this."*

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#### **Design of Computer Job Search**

Mike is presently working on a computerized job search program for our EMT graduates to utilize upon their release. As many may realize, the graduates can meet with more than average difficulty in regards to actually getting jobs commensurate with the skills they have learned at Vienna. There are many factors involved with this difficulty, the main one being identifying actual places where one can work as an EMT.

Mike presently devotes all his free time to working on this problem. He has received outstanding support from the college in his venture, even to the extent of the college (Correctional Center) providing him with a computer and a place to organize his material.

The basic gist of what he is doing involves several things. First, he is compiling an extensive list of all places

in Illinois that can hire our graduates—from ambulance services and hospitals to nursing homes and medical agencies. He has received much data from many sources and is organizing all this information into county-by-county packages for our graduates upon their release. He is also designing a "publicity package" on our programs which will be mailed to many possible employers in the state outlining advantages to them in hiring our graduates.

He is using a database program which will, when completed, be able to cross-reference all this data and can be used to identify employers who have hired our graduates, along with providing us valuable data on our graduates' job placement and recidivism rates.

### Follow-Up System Devised

Mike is instituting something that is long overdue for correctional and other programs—a job feedback program. He has made "feedback sheets" which we now give to all our graduates upon their release along with the job resource material. These feedback sheets tell us much about our graduates—where they are working, their rate of pay, and numerous other important things.

He intends to adapt this work so that it can be used for any vocational program in the future, Vienna or anywhere else.

Mike's accomplishments in regard to our programs have been immeasurable and certainly the most ambitious of any inmate with regards to doing something positive for other inmates and thereby the free community at large.

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*Mr. Bouse has a vast knowledge of emergency medicine. He is very capable of conveying his knowledge to others and likewise, willing to learn.*

—Jill Hall, R.N.-A, Inservice Instructor

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### Special Training

Mike has also taken special training not normally offered to inmates which has qualified him as a cardiopulmonary

resuscitation instructor with the American Heart Association. His career plans are to become an EMT instructor. I have no doubts that he will be an excellent asset to the medical profession.

I should add that all this has taken an extraordinary amount of work on his part above his regular duties here, for which he receives nothing but personal satisfaction. I believe that someday his work may be extremely valuable to many people in Illinois prisons.

Let me add once again that he is doing this for nothing—so if even one ex-offender is helped enough to help him stay out of prison it will be worthwhile.

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Taken from VIP-"Vienna In Progress" Sept., 1985  
by Michael Bouse

*"5 Victor 14, respond to motor vehicle accident, 314 N Main St., code blue"*

*With those words the calm in the squad room is broken. Two chess players jump out of their chairs, upsetting the board. The one losing winks at the other as they run to their unit. "You're lucky—I had you beat in a couple more moves"*

*In less than a minute the squad room is quiet again—and empty. The vehicle pulls away, its dome lights throwing red luminescent circles onto the town square. A crew member speaks into the radio, "5 Victor 14 to county base, we're on the way"*

*Sounds like a scene out of a TV police drama, doesn't it? Well, it's not. 5 Victor 14 is an ambulance operating out of Johnson County and those words, or a variation thereof, are heard every day of the week.*

*Since VCC inmates began working for the Johnson County Ambulance Service (JCAS), they have gone on and assisted in over 50 emergency calls.*

*Some of these runs have involved only simple transfers of a patient from one facility to another. Others have dealt with true emergencies like automobile accidents and heart attacks. On all these runs, however, the inmates have held their own and provided quality care in a professional manner.*

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This success story is being submitted for national recognition.

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Nominated by: Terry Mullins, EMT Instructor, Southeastern Illinois College, Vienna Correctional Center, Vienna, IL 62995

For additional information contact: M. Bouse, Box 100-A68799, Vienna, IL 62995 or Terry Mullins, EMT Instr., Box 200, Vienna, IL 62995, or Southeastern Illinois College, Box 200, Vienna, IL 62995, 618/658-2211

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**Victoria Jarog  
Northside Learning Center  
Chicago, Illinois**

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*Handicapped student has a positive attitude, has proven herself on the job, and is a "favorite" of many senior citizens.*

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Victoria Jarog, age 20, is a trainable mentally handicapped student at Northside Learning Center, a public school facility in Chicago, Illinois.

In overcoming the limitations of her mental handicap, Victoria has exhibited high motivation, perseverance and conscientious performance of the requirements of her assigned tasks. This is due in great measure to our vocational training program.

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*Victoria exhibits the positive attributes of the handicapped . . . she is an excellent representative of the success of vocational education and the trainable mentally handicapped.*

— Estella Espitia, Teacher

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A sharp contrast can be seen between her initial entrance to the vocational program and her present competence. Victoria had neither the skills nor the necessary job attitudes when she began the program, but as teachers worked to develop both her self-concept and her job skills, they were rewarded by the emergence of her strong personality.

Her present initiative, responsibility and productive work attitudes contribute highly to the ongoing effort to educate the general population as to the desirability of employing handicapped persons as productive workers.

Victoria Jarog functions as (1) a cleaning woman in the Home Services program of this public school, (2) an assistant in the Food Services program, and (3) a tutorial supervisor of her peers, directing them in the intricacies of both home and commercial cleaning tasks.

Victoria accepts direction attentively when the task is new, but proceeds without further direction afterwards, going from one task to the next with competent efficiency. She is self-directed in accomplishing any low-skill task to which she may be assigned.

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*Victoria has demonstrated through her aptitude and attitude that she has the skills and abilities to be successful in a job situation.*

—Dr. Gloria J. Smith, Assistant Principal, Northside Learning Center

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#### **Dependable Worker**

Victoria travels to and from school on public transportation and always arrives early, even in inclement weather. She has a high sense of responsibility about daily attendance and a positive attitude toward the dignity of work.

In summary, we feel that since Victoria's excellent development has enlightened a small segment of the community, any award or publicity given her performance might serve to broaden the base of employers willing to hire the trainable as productive workers.

Vocational education programs throughout the state would benefit much from the opening of such sources of employment, since many low-skill positions would then be made available for competent handicapped workers graduating from our vocational education programs.

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*. . . she is . . . providing maid and laundry services for senior citizens in a center near our school . . . Vicky has consistently excelled in her job to the extent that many senior citizens now request her services almost exclusively.*

—Gail P. Obie, Counselor, Northside Learning Center

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**Nominated by** Genevieve McGowan, CWT and William D. Smith, Principal, Northside Learning Center, 3730 W. Bryn Mawr Ave., Chicago, IL 60659, 312/463-0102

**For additional information, contact** Genevieve McGowan, Northside Learning Center, 3730 W. Bryn Mawr, Chicago, IL 60659, 312/463-0102



**Doug Graham**  
**Bloomington Area Vocational Center**  
**Bloomington, Illinois**

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*Self-motivated and highly-knowledgeable electronics student designs own two-way computer linkage using laser and fiber optics and enjoys demonstrating to others.*

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Doug Graham was a student in my basic electronics class last year. As a freshman, he indicated that he had already achieved many of the objectives of the class. After a testing sequence I determined that he had the skills, so I offered him the opportunity to work with the Vocational Instructor. He accepted and during that semester he did the same activities that the Vocational classes were involved in. The material was much harder, but he met the challenge and received an A. He attended an open house at the high school. There he built and explained typical projects and activities of the basic class to the visitors with very little assistance from the instructor.

During the second semester he was not enrolled in electronics but still prepared a program for the entering freshmen to explain the electronics program.

At the beginning of this year he enrolled in the Bloomington Area Vocational Center as a sophomore. He had already completed 1/2 of the two-hour course during his freshman year and was able to continue into the more advanced material.

**Progresses at Own Rate**

After completing the requirements for the first year vocational class during the first semester, he was allowed to select the additional units on his own. His first choice was a laser unit which he completed in record time with a 95% score.

Next he entered the computer repair unit and has solved and repaired many of the computer problems in the programs. Currently, he is in the robotics program and doing well. He again prepared and presented our electronics program and robotics to visiting parents at an open house.

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*Doug Graham accepted the challenge of advanced electronics training as a freshman. He completed all assignments [in my Electronics program at the AVC] with grades competitive with those who had much more formal training. He has worked hard and does not quit thinking about electronics when the class is finished. I feel he has a good future in the area.*

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—Charles A. Walters, Retired Electronics Instructor,  
Bloomington AVC

The Area Vocational Center made a presentation at a local Shopping mall where Doug prepared most of the demonstrations and spent almost all of the time. The most interesting demonstration was a two-way computer linkage via laser and fiber optics of his own design.

Doug has performed with excellence all units of instruction. He is a self-motivator, having designed computer interface circuits and the programs to run them. He has unselfishly spent hours of his own time explaining to parents and other students the benefit of electronics and vocational training.

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*I feel Doug has excelled with his interest in electronics. He has built some different projects, clock and alarm system from kits as well as working on ideas from scratch. Portable radios and calculators are other items which Doug has worked on. I was especially proud of his fixing my stereo receiver. Doug analyzed and took systematic steps in tracing the trouble with the help of prints and test equipment. It appears, with the proper guidance and schooling, Doug may have a rewarding career ahead of him.*

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—Ed Graham, Father of Doug Graham



**Hyun Woo Lee**  
**Lane Technical High School**  
**Chicago, Illinois**

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*Lane Tech's first physically handicapped student excels academically, helps elementary students learn about high school, and serves as the school mascot.*

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Hyun Woo was born with cerebral palsy on March 12, 1967 in Korea. Because of the lack of opportunity for the handicapped and especially those with cerebral palsy in Korea, his parents decided to come to the United States and start a new life for themselves and Hyun Woo.

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*The transition from a special education school to a regular school has not been an easy experience, but he has grown emotionally and socially from the difficult times.*

—Flora Doody, PH Resource Teacher, Lane Tech. H.S., Chicago

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#### **Early Signs of Determination**

When Hyun Woo was receiving his first vocational training at the Hanson Park Elementary School in Chicago, he learned to use his hands well. With minor adjustments and the use of some adaptive devices, he was able to do all of the tasks required of a "normal" student of his age. During this time, an outstanding characteristic of Hyun Woo emerged—his determination to set and achieve goals.

Being a bright, energetic and talented young man with a severe handicap has led to some frustration for Hyun Woo. Until two years ago his school experience has been in schools for the handicapped with their protective environment. He has always expressed a willingness to be placed in a nonprotective school setting where he would be challenged like everyone else.

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*The only barriers to Hyun Woo Lee exist not from his disability, but in the minds of those who are able-bodied. His perseverance and determination will overcome these barriers. His positive self-image should serve as a role model to those who believe they are unable to overcome their handicap.*

—Frank J. DePaul, Principal, Hanson Park Elementary School, Chicago

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#### **Dreams of Lane Tech**

While Hyun Woo was at the Spalding High School for the Physically Handicapped, he not only excelled in his academic classes but also in his vocational classes with the assistance of some adaptive devices. For the first time his dream of becoming the first physically handicapped student to transfer into Lane Technical High School, the most academically competitive high school in the Chicago Public School System, did not seem impossible, and he actively pursued this goal.

He was accepted and now attends Lane Technical High School, the school he could only dream about a few short years ago. He is ranked in the upper 15 percent of his senior class and plans to attend the University of Illinois-Chicago after graduation. What little spare time he has he spends on the athletic field as a mascot for the teams and also returns to his elementary school during its High School Orientation Days to assist students in their transition from elementary to high school.

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*Hyun Woo is a sensitive, caring young man with a wonderful sense of humor . . . at Spalding High School, Hyun Woo Lee topped his class academically and attained the highest scores in the school in T. A. P. testing. Encouraged by his very supportive family and Spalding staff and students, Hyun Woo transferred to Lane Tech; he took with him a transcript with all A's and B's.*

—Darlene E. McClendon, Assistant Principal, Spalding H.S., Chicago

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Vocational training has given this student more than a prize-winning project or a good part-time job; it has given him an image of himself as someone who can, with some adaptive devices, succeed at anything he pursues as a goal.

Hyun Woo Lee was asked to tell his story:

"I am a young man with cerebral palsy since birth. I was born on March 12, 1967 in Korea.

"My parents decided to come to the United States so that they could provide a better education and life for my two sisters and me. They left a good life in Korea and had to start from scratch.

"Life has not been easy, but I have learned to live with my disability. Until two years ago, I had attended schools for the handicapped with their protective environment. Then I decided that I wouldn't be able to live all of my life in this 'bubble'. I knew I had to experience the real world.

"People said that I would never get into Lane Tech High School, and when I first applied they were right. I was told to get one year of high school course work completed at Spalding High School for the Physically Handicapped, maintain a "B" average and then I should reapply. They probably thought that I wouldn't come back, but I did.

"It has been difficult at times. Some kids and teachers

did not feel comfortable around me. However, each year has been better. I have many friends now, and I know that I am part of my school.

"Enclosed is an article from Lane Warrior about me. You will notice that my handicapping condition is never mentioned. That's the way I like it. I know that I have my own will to survive and excel in the world of the able."

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*Check out a great attraction at Lane's football games this season! It's our very own "Big Chief" and "Little Squaw," here to elevate our school spirit and add a touch of fun! I'm talking about seniors Hyun Lee and Marimel Lim, our two new Indian mascots.*

— From the Lane Warrior, Lane Tech H.S. Newspaper

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This success story is being submitted for national recognition.

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**Nominated by:** Joseph Lamy, Career Planner, Chicago Public Schools, 1819 W. Pershing Rd., Chicago, IL 60609

**For additional information, contact:** Flora Doody, PH Resource Teacher, Lane Technical High School, 2501 W. Addison, Chicago, IL 60618, 312/881-8000

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**Jeri Fitzgerald  
Roxana High School  
Roxana, IL**

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***National Honor Society Student receives outstanding ratings from her employer, carries on the family tradition in vocational education, and exhibits qualities of leadership.***

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Jeri Fitzgerald is outstanding as a high school student, outstanding as a currently enrolled vocational education student, outstanding as an employee in her work experience, and outstanding in her extracurricular activities both vocationally related and otherwise. Jeri, a member of the senior class at Roxana High School, is studying in the Secretarial Program of the Vocational Education division and working as a cooperative education student at the local hospital.

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*Loyalty to her school has always been Jeri's No. 1 priority . . . She has always felt the need to be kind to her friends . . . Jeri's academic grades are also proof that she is an outstanding student.*

—Joan Fitzgerald, Mother

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Jeri Fitzgerald is the daughter of Mr. and Mrs. Donald Fitzgerald of Roxana. She is the youngest of four girls and two boys. Her parents are both retired, her mother having been a lunch room monitor in a district elementary school and her father, an employee of Amoco Oil. Jeri has lived in Roxana all her life and attended elementary school, junior high and high school in the Roxana School District.

#### **Involved in Leadership Activities**

Some of the high school activities and honors Jeri has to her credit include membership in Future Secretaries Association as a junior and senior; election to National Honor Society in her junior year; election to Quill and Scroll her junior year, membership in the German Club her sophomore year; membership in the Pep Club and election to the Board her sophomore, junior, and senior years; election to the high school cheerleading squad her freshman, sophomore, junior, and senior years; the United Cheerleader Achievement Award her senior year; and the Who's Who Among American High School Students award her senior year. The honors Jeri has acquired are no small accomplishment and stand as significant recognition of her academic as well as personal accomplishment.

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#### **Teacher Comments**

*Jeri has consistently demonstrated the knowledge and personality to do well in the work place.*

—James R. Herndon, Principal

*Jeri Fitzgerald has received outstanding ratings from her employer in the Office Occupations program."*

—Wanda Graves, Coordinator, Office Occupations

*During the time she was in my classes, Jeri has proven to be an excellent student, maintaining an excellent grade-point average. She was elected to the National Honor Society during her junior year. In English class, she exhibited good work techniques. She could work well by herself or in a group.*

—Lucille Kruse, English Teacher

*Future Secretaries Association . . . membership is optional . . . and requires attendance at monthly meetings, which meet in the evenings and on Saturdays occasionally for seminars. Jeri . . . is willing to use her time after school hours to further her knowledge of a secretarial career [Jeri is] an outstanding well-rounded vocational student who will be able to use her training and skills to find her place in the business world of tomorrow.*

—Carole G. Rosenthal, Business Education Department, Sponsor of Future Secretaries Association

*she will be an asset to any employer. Whenever I need to try out new equipment or new units in class, I rely heavily on Jeri because she can often foresee problems that may arise or can offer valuable suggestions. She is open to new and innovative ideas and is willing to work until she produces a good result.*

*Not only is Jeri's job performance professional, but she is professional-looking. . . . is a mature student who knows what she wants and intends to get there.*

—June Mosele, CPS, Business Education Teacher

*Jeri is well liked by her peers and highly respected by the faculty. She is studious, dependable, honest, and pays attention to the details concerning her work.*

—Donnie J. Calvin, Counselor

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*Jeri is an outstanding student in our school not only in Vocational Education but within the entire program of Roxana High School.*

—Samuel R. Herndon, Guidance Director, Roxana Community High School

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#### **Sisters Influence Career Choice**

The credit for influencing Jeri to enroll in Vocational Education goes to Jeri's sisters who also were characterized by outstanding achievement in the Secretarial Program. Presently, Jeri is working as a purchasing clerk at the hospital. Her duties include typing, filing, and answering the phone. She hopes to go to a business school after high school graduation and eventually work as a secretary in a large corporation.

The teachers and staff of Roxana High School are indeed quite pleased and proud to present students such as Jeri for graduation from our school. The Vocational Education division is particularly pleased and proud of Jeri Fitzgerald.

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*Jeri is working directly in the Purchasing Department of Wood River Township Hospital. As her supervisor, I feel she is definitely an asset to the department.*

*This is our fifth year of participation in this program, and I feel each year the person who has been placed with us has improved. I think this is a very worthwhile program, not only for the student, but more importantly for any institution or business which participates.*

—Rick Chappell, Purchasing Director, Wood River Township Hospital

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**Nominated by:** Jananne Threlkeld, Vocational Director, Roxana High School, Chaffee & Thomas, Roxana, IL 62084

**For additional information, contact:** Jananne Threlkeld, Vocational Education Director, Roxana High School, Thomas & Chaffee, Roxana, IL 62084, 618/254-7567

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**Melody Ferguson  
Lawrence Adult Education Center  
Springfield, Illinois**

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***Mother of two expands employment skills and looks forward to success with confidence.***

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Melody Ferguson came to the Lawrence Adult Center in September 1985 after receiving encouragement and moral support from her parents. Recently divorced and the mother of two small children, her working history reflected limited employable skills, numerous short-term restaurant jobs and many geographical moves. What she needed most was employable skills and stability in a short period of time. She could not survive on the minimum-wage salary restaurant employment provided.

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*She showed a great deal of interest in becoming a professional as well as being skill trained.*

*She never hesitated to ask questions when she was in doubt, and expressed an optimistic interest in being all that she could be.*

—Carolyn Banks, Job Developer/Placement Counselor, Lawrence Adult Center

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#### **Acquires Skills Quickly**

Melody had a high school diploma and basic tests revealed she was very capable if given an opportunity. She was enrolled in the vocational clerical skills classes. Her curriculum included speed typewriting, vocational typewriting, word processing, data entry and job readiness. Her attendance was excellent, and within three months she was typing an average of 75 wpm, had become a skilled user of the word processing and data entry equipment, and had learned how to prepare a professional resume and present herself effectively in a role-playing interview.

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In writing about her own experience, Melody said,

*Lawrence Adult Center helped me to acquire the skills I needed to find better and more stable employment. I have the self-confidence now to know I can be successful.*

*Coming to the Lawrence Adult Center and enrolling in*

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*the Vocational Education Program was the best move I could have made, for I have no doubt that I would still be a restaurant employee if I had not made the decision to go back to school.*

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She is prepared for an entry-level office occupation position. Now confident in her vocational skills, combining attending classes and her job search, she is taking advantage of all employment leads provided through the Lawrence Adult Center Job Placement Office. She has completed a series of tests with the State of Illinois, Department of Personnel and has received the grade of A on all of them and has been interviewed by various businesses in the Springfield area.

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*I am happy that my daughter had the advantage of the Lawrence Adult Center. With their help she now has good clerical skills. I feel this is a major step for a single parent of two small children.*

*When the children are older, I am sure they will be proud of what their mother has accomplished. I know it wasn't easy for her—she had enough strength to see it through. As her mother, I am very proud of her.*

—Alicia L. Moore, Mother of Melody Ferguson

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#### **Stability for Her Family**

The vocational education program at the Lawrence Adult Center has provided Melody Ferguson with the opportunity to pursue a career that offers security and stability for her family. Having taken advantage of her opportunity, she knows that when she gets that first clerical position, it will be because she is qualified. With it will come a certain amount of job security, a benefits package, and opportunities for advancement. Her vocational training has given her some input into her decisions. She can expect and demand more from an

employer and from a position. She now has more choices and options. She also knows that vocational education is an ongoing opportunity. In order to remain employable,

she must not stop continuing to look for ways to improve upon her entry-level skills. She will continue today to prepare for tomorrow.

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**Nominated by:** Dr. Jack Pfeiffer, Principal, Lawrence Adult Center, 101 W. Laurel, Springfield, IL 62704

**For additional information, contact:** Lawrence Adult Center, 101 W. Laurel, Springfield, IL 62704, 217/525-3233 or Illinois Dept. of Public Aid, S. Grand Ave. East, Springfield, IL 62703, 217/782-0400

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**Laura Miller**  
**Roxana High School**  
**Roxana, Illinois**

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*A bright future in banking for a talented and determined handicapped student.*

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Laura Miller has demonstrated a high degree of competence in the secretarial field, as well as displaying initiative, self-reliance, and a positive attitude.

Laura is the daughter of Mr. and Mrs. James Miller of Wood River, Illinois. Laura's mother is a homemaker, and her father is a service technician/mechanic. Her family includes an older brother and an older sister. Laura has lived in Wood River all of her life and has attended elementary school, junior high school and high school in the Roxana School District.

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*... since her employment at our bank she has shown me and her co-workers what a determined young lady she is. She insists on doing her share of the work, is anxious to assist customers and fellow employees, and has adapted to the banking environment quite well.*

—Patricia J. Devening, Assistant Cashier, The First National Bank of Wood River

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#### **Handicapped at Age Eleven**

When Laura was eleven years old, she contracted a viral polyneuritis which paralyzed her from her shoulders down. She was hospitalized for five weeks and then received physical therapy and extensive parental assistance. At this time Laura is able to ambulate independently with the use of a cane and a brace on her left foot. The fact that Laura has progressed from being paralyzed to ambulating independently says so much about her character and determination.

A lengthy list of high school activities is credited to Laura Miller's accomplishments. Some of these activities include membership in the Future Secretaries Association, election to the FSA Board, membership in the band playing the flute, and membership in the Rembrandt Society. Laura has won three first place honors for her artistic talent in drawing and painting.

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#### **Teacher Comments**

*Laura Miller has received excellent ratings from her employer. . . . She is respected by her fellow employees and has an outstanding working relationship with her employer. . . . she works very hard at being independent and strives not to let her handicap interfere in what she wants to do.*

—Wanda Graves, Coordinator, Office Occupations

*Despite her physical handicap Laura leads as near a normal life as her classmates. She is in the Art Club, plays in the band including stage band, which is involved in many night practices for the Spring Musical, and is an active member of Future Secretaries.*

—Samuel R. Herndon, Guidance Director

*Laura Miller has been a student in . . . my English classes. . . . She was a very diligent worker who was inquisitive and innovative . . . and developed a background in communication skills.*

—Lucille Kruse, English Teacher

*She attends special seminars conducted by the local secretarial group and really profits from them. She often mentions in class something that she learned from a seminar or speaker she's heard.*

—June Mosele, CPS, Business Education Teacher

*I have enjoyed watching Laura mature from a student who did not belong to any organizations to an active member who felt confident enough to become an officer in FSA.*

—Carole G. Rosenthal, Business Education Department

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Laura credits her interest in vocational education to the good experiences she had in her business class and typing class during her freshman and sophomore years. She just "liked" those classes. Now Laura is completing her vocational studies in the secretarial field and is a cooperative education student, working at a local bank in the afternoons following her morning high school classes.

Her duties include working the switchboard, bookkeeping, customer phone service, filing, and computer work.

The plans Laura has for her future include hopes of working at the bank full-time and attending a business school or junior college in a business program. She also hopes to include enjoyment of her hobbies by playing her flute and drawing or painting.

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*Laura is a shining example of what can be accomplished with the right attitude, dedication, and personal fortitude.*

—Charles D. Conner, Superintendent, Roxana Community Unit District #1

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The faculty and staff at Roxana High School are very proud of Laura Miller and her accomplishments. They applaud her manner and positive attitude. She provides a role model for other students as well as all who know her.

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*Laura was determined to not let her handicap get in her way. The day to day presence of Laura Miller has served as an inspiration to our student body of what "determined" people can accomplish.*

—James R. Herndon, Principal

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*To say we are proud of Laura is an understatement.*

*Sheer determination and hard work helped to put her on her feet again after being paralyzed, when doctors gave us no hope at all. They call her a "walking miracle." Patience has its own rewards.*

*Laura is open and honest with us, sometimes painfully so. The word "handicapped" is not in her vocabulary. She does not want us to use it. Her love of music has always been there. The decision to play the flute was made in the fourth grade. Classical music interests her, and we're looking for sheet music for her. This wasn't any surprise to us, but her talent in art did surprise us. From the time she could hold a crayon, she drew. Never buying any greeting cards, she draws flowers, animals, etc., and adds her own verse. She would like to devote more time to these things, but she knows she wants to be self-supporting and independent. Starting at an early age, she saved her money and opened a passbook account. When she saw "money makes money," she bought certificates of deposit. That created an interest in wanting a job "where the money is," a bank, where she works part-time on the switchboard, a computer, and as a bookkeeper.*

*I must confess, she could keep her room a little neater or wash a few more dishes, but I can still remember when I prayed for her to be able to mess it up, only six years ago.*

—Carolyn Miller, Mother

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This success story is being submitted for national recognition.

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Nominated by: Jananne Threlkeld, Vocational Director, Roxana High School, Chaffee & Thomas, Roxana, IL 62084

For additional information, contact: Roxana High School, Chaffee and Thomas, Roxana, IL 62084

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**Margaret M. Crosson**  
**Post Secondary Student in**  
**Early Childhood Education**  
**Westchester, Illinois**

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*"I would like to someday be able to open my own pre-school center."*

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Margaret Crosson is enrolled in Early Childhood Education classes and is an outstanding student worthy of recognition for her achievement. Her work is always on time and of the highest quality; she participates frequently and constructively to the content of the classes.

#### **Works to Involve and Inform Parents**

Margaret spent the summer of 1985 and the spring of 1986 as a student teacher at the Triton College Child Development Center. In her capacity as a student teacher, Margaret performed diagnostic studies on children and planned and developed weekly and semester curriculum with the staff to meet the individual and developmental needs of the children. During this time she helped develop and implement parent involvement activities, as well as openly communicating with parents on a daily basis. Margaret is also developing a month's newsletter and bulletin board to meet the needs of parents and children. All of her work was always of the highest quality.

Along with all of the aforementioned areas, Margaret has the qualities of a true professional Early Childhood Educator. Margaret is caring, loving, patient and sensitive; she has keen observation skills and communicates effectively. Margaret is objective and understanding in all dealings of the classroom and works well with adults both in a supervisory position and a team-teaching situation.

Margaret Crosson was one of those rare students that worked diligently in all of her classes. She was not afraid to ask questions, share anxieties, as well as success, and participate fully in class discussions and projects. She used what she learned over and over until she felt comfortable with the theories and methods garnered from classroom study and projects.

Margaret is now enrolled in the Early Childhood student teaching class. In this class she is required to prepare curriculum activities for children age 2 1/2 to 5 1/2 and to team teach with a supervising teacher and three of her peers in the program. Margaret handles all of these areas

very well. Her supervisors praise her work. Her peers appreciate her openness, as well as her willingness to share ideas with them, and the children respect and enjoy her in the classroom.

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*Maggie has been employed at Beginnings since November, 1985. She cheerfully accepts her day-care responsibilities and is professional in her manner and actions. Her friendly attitude and endless patience contribute to the loving environment present in her classroom. She accepts the challenge of every age level and is genuinely concerned with the total development and wellbeing of the children entrusted in her care.*

—Marian Koritsaris, Owner, Director, Beginnings in Westbrook

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Margaret not only does her school work well, but teaches part-time in a community day-care center. The quality of her work and the enthusiasm she generates at school, as well as in her job as a preschool teacher, are tributes to her dedication to Early Childhood Education, as well as Child Advocacy.

As a final assignment, the student teachers are required to plan and implement one week's curriculum. They are to provide all the direction, activities, materials and equipment a head teacher would be responsible for—in essence they become head teachers for a week. Needless to say, Ms. Crosson's week is developing into a dynamic, creative and an appropriate week geared to the individual and developmental needs of our children. She is already displaying all of the qualities of a responsible head teacher.

In closing, I would like to say that I think very highly of Ms. Margaret Crosson, as an individual and as a teacher of young children. She is truly an asset to the field of Early Childhood Education.

Margaret, in her busy schedule, also makes time to be an active member of the West Region Chicago Association

for the Education of Young Children, a professional organization dedicated to children and their families.



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**Nominated by:** Diana Harty, Director, Triton College Child Development Center and Margaret Budz, Department Chairperson, Allied Health, Personal & Public Services, 2000 Fifth Avenue, River Grove, IL 60171

**For additional information, contact:** Margaret Crosson, 1436 Manchester, Westchester, IL 60153, 312/865-8259

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**Jerome R. Mulconnery**  
**Beck Area Vocational Center**  
**Red Bud, Illinois**

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*Desire to help others was the key to his success and long-awaited recovery. Today he is a full-time employee and continues to volunteer.*

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Mr. Jerome R. Mulconnery has made outstanding achievement as a handicapped vocational education student. Jerry graduated from Beck Area Vocational Center's Practical Nursing Program in May, 1984.

Jerry has an interesting history and has overcome many obstacles to be where he is today. Briefly, he graduated from high school in the top 10 percent of his class. He graduated from college with a Bachelor of Arts degree in philosophy. He began graduate studies but did not complete them because he became ill.

Jerry was diagnosed as a chronic undifferentiated schizophrenic. He literally spent many years under medical treatment, including hospitalization at a State institution for the mentally ill.

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*Jerry Mulconnery has demonstrated his strengths by acquiring skills that have permitted him to return to the work force and become a productive member of society.*

—Irene Willeford, Activity Therapy Coordinator

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#### **Rehabilitation Sparked Nursing Interest**

During his rehabilitation, Jerry worked at the St. Clair Associated Vocational Enterprises (S.A.V.E.). He held various odd jobs off and on and assisted other mentally handicapped persons. It is through this program that Jerry was motivated to try nursing.

Jerry was admitted to Beck in June 1983. As a student, there are not enough words to describe his achievement. Jerry was bright, enthusiastic, industrious, and challenging. He had a terrific personality and was well liked by his faculty and peers. He was considerate and kind and gave excellent care to his patients.

He never missed a day of class or clinical experience. Instructors and students alike learned a lot through Jerry's candor and openness.

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The Executive Director of S.A.V.E. (St. Clair Associated Vocational Enterprises serving the handicapped in St. Clair County) describes Jerry's road to success:

*Jerry Mulconnery . . . is truly a success story. Jerry came to us in 1973 after being hospitalized for several years. For the next three years it was up and down for him and finally in 1976 he returned to the hospital . . . in late '76 . . . there was an improvement but his lack of motivation and self-respect was lacking. He did become a sheltered employee in 1980.*

*In 1981, entries . . . stated that he enjoyed helping some of the other clients and was very patient and understanding with these clients. We made Jerry an aide in the Activity Therapy Program, first on a part-time basis and then full-time. He assisted with loading the van, personal needs of the clients, feeding and teaching, accepting those responsibilities without a reminder. There was a complete turnaround. He became motivated and accepted any task without hesitation and did it well . . . he was awarded the Sheltered Employee of the Year Award in June 1982.*

*He continued to work in this program and it stimulated his interest in the medical field. Jerry enrolled in the L.P.N. course at Beck Vocational in June of 1983 and graduated in May of 1984. He worked part-time taking care of an invalid uncle and volunteered to help in the Activity Therapy Program.*

*A staff position was available . . . at SAVE and Jerry was hired as a full-time staff member . . . he did an excellent job, with good reviews by his supervisor. In November . . . he accepted a full-time job at a nursing home at a higher rate of pay and opportunity for advancement.*

*Jerry still volunteers for the Special Olympics and other special programs.*

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### Licensed and Employed

Since graduation, Jerry has passed the licensure exam for practical nursing in Illinois. He has maintained employment. For a while, he even worked a full-time and a part-time job at the same time. He is currently employed in a local nursing home facility. His past and present employers have praised his efforts and are impressed with his knowledge and care of the patients.

Overcoming mental illness is difficult in itself, but to overcome the history Jerry has is commendable.

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*His enthusiasm in the classroom was contagious and fellow students benefitted from Jerry's continuing search for the "why's" and "wherefore's" of nursing theory*

*Clinically, Jerry was very conscientious. He was warm and caring and developed therapeutic relationships with patients and families. He skillfully carried over nursing principles to practicum.*

—Flo Jeffreys, R.N., L.P.N. Instructor, Beck Area Vocational Center

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**Nominated by:** Janice Augustine, R.N., Practical Nursing Coordinator, Beck Area Vocational Center, Rural Route 3, Box 91, Red Bud, IL 62278

**For additional information, contact:** Janice Augustine, R.N., Practical Nursing Coordinator, Beck Area Vocational Center, Rural Route 3, Box 91, Red Bud, IL 62278

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**Vernon Briner**  
**Vienna Correctional Center**  
**Vienna, Illinois**

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*Encourages other inmates to get involved in vocational education programs.*

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Since enrolling in vocational programs, Vernon Briner has earned numerous degrees and certificates as listed below:

1. Class "D" Water Supply Operator License (Illinois Environmental Protection Agency)
2. Class "4" Wastewater Treatment Operator License (Illinois Environmental Protection Agency)
3. Water Fluoridation Certificate (Center for Disease Control)
4. Water Supply Fluoridation Seminar Certificate (Illinois Department of Public Health)
5. Water/Wastewater Certificate (Southeastern Illinois College)
6. Emergency Medical Technician Certificate (Southeastern Illinois College)
7. Emergency Medical Technician Certification (Illinois Department of Public Health)
8. Emergency Rescue Training Certificate (Illinois Department of Transportation)
9. Associate of Applied Science Degree in Water/Wastewater Technology (Southeastern Illinois College)
10. Associate of Science Degree (Southeastern Illinois College)

From this list it is evident that Mr. Briner has been very active in vocational education during the last two years. What this list does not reflect, however, is that at the same time Mr. Briner was working towards these certificates he was also a curriculum specialist for Southeastern Illinois College.

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*Mr. Briner, an inmate at the Vienna Correctional Center, is assigned as a curriculum specialist and works in the Educational Record Office. He assists instructors and support personnel with the development, copying and binding of competency-based education packets for use in the instruction of vocational education classes.*

*Mr. Briner displays enthusiasm and is always willing to tackle a new task. He works well with both staff and inmates.*

—Pam Turner, Secretary, Vienna Correctional Center

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Both at work and in school Vernon Briner has always been very conscientious of the responsibilities involved. I have frequently seen Mr. Briner encouraging other individuals to get involved in school and try to get a marketable skill for when they get back into society.

Vernon wrote to ICOVE expressing the importance he places on preparing for employment upon release:

"At the beginning of my incarceration I didn't think much about vocational school or even academic classes. It never came to mind what I was going to do when I was released. In 1979 I started taking some college classes at Menard, but I seldom completed them. This pattern continued into 1983 at Centralia. But in 1984 when I was transferred to the Vienna Correctional Center, I took off like a person possessed. In an 11-month period I completed one degree, 3 licenses, and 5 certificates. This all took place between September 17, 1984 and August 2, 1985. Shortly after completing these, I finished my Associate of Science Degree, February 13, 1986.

"I am certain that with my vocational training that I have a good chance of making it upon my release. And for me making it is what it is all about. If a person has the chance to obtain training and skills for application after his release and doesn't take advantage of them, then he is, in my opinion, just giving up.

"It is my desire to put the skills I have gained to use. I want to be able to support my wife and myself and be of

service to the community as a whole. I have been incarcerated for the past ten years and I feel the need to pay the public back for having to care for me, and what better way to pay them back than by using the training they helped me get.

"I spend a great deal of my spare time talking with others trying to get them interested in some type of educational program. I have been able to convince some. I never try to get them into any certain program, I just try and get them in school. I believe that school is going to do them more good than watching TV or lifting weights.

"One of my happier moments came when I talked a

young man into going to school. This man was 32 years old and he couldn't read or write, not even his name. After 5 months in school this man was reading and writing at the third-grade level. It wasn't easy, but with my help and the help of a couple of other people we got him there.

"I plan to continue to talk with others and try and get them in school. If a person has the ability, I push the vocational end so that they will have some type of skill to offer when they are released.

"I also hope that sometime in the near future I will be given the chance to put those skills I have learned to use in a community."



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Nominated by: Jeff Thompson, Southeastern Illinois College, Vienna Correctional Center, PO Box 200, Vienna, IL 62995

For additional information, contact: Hartzel Black, Dean of Correctional Education, Southeastern Illinois College, P.O. Box 200, Vienna, IL 62995

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**Bryan Cooksey**  
**Sheridan Correctional Center**  
**Sheridan, Illinois**

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***Student develops training aids for use by American Honda training centers and tutors fellow students.***

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Bryan Cooksey is the embodiment of Illinois Valley Community College commitment to building a comprehensive vocational training program capable of meeting the training needs in a rapidly changing, highly technological society. For the past six months, he has held the position of instructor's aide, an especially competitive position at the vocational school. Moreover, he has consistently demonstrated a high degree of competence and creativity in each assignment and markedly contributed to the enhancement of the college's vocational program.

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*Mr. Cooksey and I have worked together as aides to the instructor for over a year . . . Bryan always shows consideration, enthusiasm, and concentrated effort in his vocational endeavor . . . he never fails to arrive at solutions to problems . . . Bryan will not hesitate to volunteer additional time and effort to ensure that the assignment is properly completed. When working on team projects, I have never found a better person so well balanced for skillful and efficient multiple-hands repair. He is careful, dexterous, precise, and does not waste time. I would have been glad to have him on such a critical function as my mortar team in Viet Nam . . . Bryan exhibits unqualified understanding and patience and a sincere intent to help other students . . .*

—Pete Lipa, Instructor Aide

He is co-author of several laboratory exercises and a major contributor to the development and testing of training aids for use by American Honda at its national training centers. These classroom and laboratory instructional aids are an outgrowth of a cooperative agreement between IVCC and American Honda Motor Company, Inc. It is noteworthy that the LaSalle-Peru-Oglesby area is economically depressed with unemployment on the rise. Local-area motorcycle franchises have found a paucity of qualified mechanics,

and therefore, job opportunities for competent technicians trained in motorcycle technology are plentiful in northern Illinois and the metropolitan areas.

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*I have known Bryan since he became involved in the Small Engine Repair Program Vocational class and I have found him to be one of the best mechanics I've seen. He personally worked on my own 750 Honda and did a very fine job . . . I'm sure Bryan Cooksey will . . . be a credit to any business he works for.*

—Frank Stegman, Correctional Officer, Sheridan Correctional Center

A helpful and forthcoming disposition, enhanced by a strong sense of devotion to this College instructional program, makes Bryan Cooksey unusually effective in a position of responsibility and leadership. Bryan Cooksey is not only industrious, he exudes enthusiasm while working to tutor other students enrolled in the program. His leadership role has enhanced esprit de corps and provided a solid foundation upon which to build continuity of instruction. It has become axiomatic at IVCC that Mr. Cooksey's acceptance of a project is a guarantee of its successful completion. His academic record speaks for itself—one of only three students in the past five years to have achieved a perfect 4.00 grade-point average in SERP, a highly specialized, technically demanding occupational field.

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*. . . Mr. Cooksey has demonstrated a sincere desire to improve himself and the conditions of those around him which no doubt reflects his excellent abilities in the vocational programs he is involved in.*

*As a member of the Sheridan Jaycee Chapter, Mr. Cooksey is regularly available for any duties required, often participates in extracurricular functions, and is generally a credit to our organization.*

—Richard R. Boyd, Jaycee Advisor

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*Bryan is an instructor's aide . . . I am a student. Besides being a good mechanic, he's always quick to help the other students . . . Bryan Cooksey . . . [is] an active member . . . of the Jaycee Chapter . . . I currently sit on the Board as Past President. Whenever called upon for a project or duty, he commits himself 100% and works in an exemplary fashion.*

— Edward Hanna, Student

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Of course, these are rare and savored qualities in any student enrolled in the vocational-technical training program. But what makes this singular vocational student deserving of special recognition and honor is that Bryan

Cooksey not only has established an outstanding track record in vocational education, but also succeeded despite extraordinary limitations and constraints. For the past two years, Bryan has been an inmate of the Illinois Department of Corrections at Sheridan Correctional Center, a medium-security prison for adult, male felons. It is abundantly clear that Mr. Cooksey possesses the qualities of interest, character, and ability to persevere in a vocational-occupational setting. He has a remarkable gift for adapting to change and new technology.

A bright future is predicted for Bryan Cooksey in any occupational field of endeavor that requires technical knowledge and careful attention to details. He has proven performance and outstanding potential.

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**Nominated by:** Arthur Bruce Markwalter, Illinois Valley Community College, R.R. #1, Sheridan Correctional Center, Sheridan, IL 60551, 815/496-2311

**For additional information, contact:** Glenn S. Wojcik, Project Coordinator, Illinois Valley Community College, R.R. #1, Sheridan Correctional Center, Sheridan, IL 60551, 815/496-2311

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**Donna Gilbert**  
**Morton College**  
**Cicero, Illinois**

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*Computerized tutoring and dating services for Morton College students become projects of the Electronic Data Processing Club.*

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It has been my pleasure to have had Donna Gilbert as a student in an introduction to Data Processing and an Advanced RPG course. She has been an exemplary student in every way. Donna not only achieved a grade of an A in each course, but consistently went beyond the requirements of the assignments to research, experiment and strive to thoroughly understand the underlying principles involved.

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*She is a very competent, willing employee. Completes whatever tasks are given to her. She has a very pleasant way with customers and co-workers.*

*She has great responsibilities since she works primarily in the Cash Office. Is responsible for balancing cash office, taking customer payments and making change.*

*Donna is a loyal, valued employee.*

—Marjorie Massick, Montgomery Ward, North Riverside, IL

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Besides her outstanding academic achievements, Donna was involved in other activities while at Morton College. She served as treasurer of the Electronic Data Processing Club in 1985 for which she received an award from the Associated Students of Morton College. She was a member of Phi Theta Kappa honor society from 1983-1985. She was listed in "Who's Who Among American Junior College Students" in 1985. Finally, Donna received the Governors State University Community College Honors Scholarship in 1985.

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*Donna Gilbert, a computer science student, is taking my course, Programming Methodology, at Governors State University. She is a good student, highly organized and does an excellent job all around.*

—Ali Setork, Ph.D., University Professor of Computer Science, Governors State University

While still in high school, Donna received the following distinctions: Senior Honor Society, 1979; Illinois State Scholar, 1980; citation in "Outstanding Names and Faces," 1980; and citation in "Who's Who Among American High School Students," 1980.

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#### **Morton Computers Play Matchmaker**

*In an age when computers are used for almost everything, a group of students from Morton College in Cicero developed a program using computers to pair off couples on campus.*

*The students are members of the Electronic Data Processing Club, a new club comprised of data processing students from the college.*

*At least 40 percent of the school takes one computer class. Every time a group on campus wanted to raise money, it held a bake sale. The club decided to do something with computers to make money for the club. Someone in the club mentioned having been in a dating service. Rick Siebert, data processing instructor and club advisor, said he hoped to keep the club and the computer dating project going in the fall and "approach it differently as more of a fun thing to do and maybe get some marketing students involved to market the program."*

*The students took charge of the whole thing. They did an outstanding job," Siebert continued. "We got a lot of feedback and did pretty good for the first time. They became so involved with it, I decided to give them partial credit in some of their classes."*

—Alice Palach, *The Life*, May 22, 1985

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*In the classroom she is always the first to ask timely questions, which are germane to the topic at hand. By her own inquisitiveness, she contributes to a more conducive environment for learning.*

Outside the classroom her presence is felt in other areas. She is willing to assist the less-gifted students in homework assignments, supervise study sessions or explain incorrect answers afterwards. Donna takes a mature outlook in education. She is hard-working, energetic, perseverant, and interested in doing a little more than is required. Donna is currently employed at Montgomery Ward in North Riverside, Illinois.

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*I know Donna to be a young woman of energy and resourcefulness. I have worked with her while the president of the Morton College Data Processing Club. Her assistance as treasurer was invaluable.*

*Our club was involved in many projects, two come to mind in which Donna took a very active part—a computer dating program written for the college and a tutoring service for students in need of help in the data processing curricula.*

— George Yurkovich

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**Nominated by:** Darlene Zubbrick, Data Processing Instructor, Morton College, 3801 South Central Avenue, Cicero, IL 60650

**For additional information, contact:** Darlene Zubbrick, Morton College, 3801 S Central Avenue, Cicero, IL 60650, 312/656-8000

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**Michelle Eskridge**  
**Chicago Vocational High School**  
**Chicago, Illinois**

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***Urged by three major universities, maintenance major plans career ladder climb.***

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Michelle Eskridge is a senior at Chicago Vocational High School majoring in Computer Maintenance. She is a conscientious worker who accepts challenges. She is punctual, responsible and nicely groomed and is a class leader. Michelle is well-liked by teachers and students. Besides her academic ability, Michelle possesses leadership qualities.

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*She has excelled academically in the high school honors program and has found time to participate in the Beta Club, National Beta Club, Mathematics Club, National Honor Society and the Senior Girls Council.*

—Reginald V. Browne, District Superintendent, Chicago Public Schools

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As a computer maintenance major, she has made the most of the opportunities this school offers, and she has been chosen to participate in several outside programs relating to her field. She plans to continue as a computer engineering major at the University of Illinois-Chicago.

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*Michelle is an excellent, hard-working student. She is extremely conscientious.*

—Thomas Doyle, English Teacher, Chicago Vocational High School

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Her competency has been demonstrated by the fact that she received a much-sought-after "Outstanding Award" for her electronics project at the City Vocational & Industrial Arts Fair at the Museum of Science and Industry and the National Merit Scholarship for Outstanding Black Student, was honored as an Illinois State Scholar, and completed outside programs at Bell Labs and Early Identification Program at the Illinois Institute of Technology for aspiring future engineers.

She is a serious and capable student and a member of the National Honor Society and the CVS Senior Girls Council. Her grade-point average is 3.44, and she ranks 20 in a class of 564. She is a fourth-year honors mathematics student. With all her accomplishments, ability and maturity of purpose, there is great promise of a bright future.

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*Michelle Eskridge is a student in my Contemporary American History class . . . her academic performance has been outstanding.*

—Frank J. McCarthy, Social Studies Department, Chicago Vocational High School

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This success story is being submitted for national recognition.

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**Nominated by:** William Conroy, Department of Vocational/Technological Education, Chicago Public Schools, 1819 W. Pershing Rd., Chicago, IL 60609, 312/890-8853

**For additional information, contact:** William Conroy, Department of Vocational/Technological Education, Chicago Public Schools, 1819 W. Pershing Rd., Chicago, IL 60609, 312/890-8853

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**Ralph Mitch II  
Morton College  
Cicero, Illinois**

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*Honor student works full time and supports a family.*

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Ralph Mitch of Lyons, Illinois is a very remarkable student. He entered Morton College thirteen years after graduating from high school.

#### **Honors Student**

Last semester he finished third in the extemporaneous speech category in the Pride of the Prairie Forensic Contest. He has been on the Dean's List every semester that he qualified as a full-time student. His overall grade point average is 3.928 out of a possible 4.0. He was nominated to be on the National Dean's List every semester that he made the Dean's List at Morton College and has been nominated for Who's Who in American Colleges.

In the autumn of 1985, Ralph received the Stanley Richards Scholarship to cover his tuition. This May he received two degrees from Morton College: an Associate of Arts in Commerce and an Associate in Applied Science in Management.

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*His maturity and interest in business always provided thought-provoking questions which stimulated other members of the class to contribute to discussions. This added to the learning process.*

*In spite of handling a full-time job and supporting a family, his grades are exceptional which only reinforces his fine reputation among the students and faculty. He is an outstanding example of the model community college student.*

—Gus L. Kotoulas, Instructor, Morton College

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#### **Works Full-Time**

Ralph works a full-time job for forty hours each week. He is married and has a family. Ralph Mitch is one of the four best students I have had during my nineteen years of teaching at Morton College. During that time I have taught approximately 6,000 students.

I know him personally, having had him as a student in two classes. His conduct, attitude, knowledge, and conscientiousness amaze me in a favorable manner.

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*His class participation has been highly exemplary, and on many occasions very refreshing. Mr. Mitch has been friendly and personable to both his fellow students and teachers, while exhibiting a very sincere commitment to his education.*

—Stephen J. Feldhaus, Accounting Instructor, Morton College

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#### **Respected by Students**

I have noticed that the other students look up to him and will ask him for advice. His knowledge of the field of business is superior. In business he can talk knowledgeably about such diverse topics as the advantages and disadvantages of various hiring practices to the factors determining the price of crude oil.

The most significant things I can say about Ralph Mitch are that he is always prepared for class, and he can intelligently discuss many subjects that are beyond the field of business. Many doctors—medical, dental, educational, and legal—who are considered very well-rounded by their peers do not have his breadth of knowledge.

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**Nominated by:** John J. Balek, Morton College, 3801 S. Central Avenue, Cicero, IL 60650, 312/656-8000

**For additional information, contact:** John J. Balek, Morton College, 3801 S. Central Avenue, Cicero, IL 60650, 312/656-8000

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**Howard Jackson  
Englewood High School  
Chicago, Illinois**

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*Conscientious student becomes chief lab assistant—wants no preferential treatment, just an opportunity.*

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Howard Jackson entered Englewood High School in September 1985. He is a handicapped student who has suffered terribly—emotionally and physically. He became handicapped when he was seven years old.

Howard is currently enrolled in Computer Literacy and Accounting I. When he began in September, he was withdrawn and very subdued. Gradually, he began to open up and interact with the other students in these two classes.

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*Handicapped students should be given every opportunity to explore all educational areas. This exploration helps the students to get a wider perspective of education (the school community), and society (the everyday world of work).*

—Bernice Jobe, Chair, Business Department, Englewood High School

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#### **Diligent Worker**

In the Computer Literacy class his typing skills improved, his attention span and concentration strengthened. He became an active and productive class member. In class, he diligently worked on his assigned project.

In accounting, Howard exhibited the same behavior; however, he was more subdued and reticent. Gradually, he began to participate more, volunteered for answers, asked questions and for extra help after the class was over. In order to get extra help, he would meet with me in the afternoon on his own time to go over any assignment that gave him difficulty. He always made it a point to keep up with his homework.

Just recently he was hospitalized for major surgery. Upon his return his first request was, "What work do I need to do? What did I miss?" Secondly, "How will my grade be affected?"

---

*Howard Jackson looks upon himself as an adolescent who just happens to have a physical handicap, a learning disability, and some health problems. He realizes his disabilities present difficulties to his subject-area teachers and stresses that they are the ones "disabled", not he. Howard wants neither preferential treatment nor sympathy. He wants only to have the same opportunity as his nonhandicapped peers; to work at his own pace, utilizing his strongest learning modalities. Working in vocational education has permitted him to do so.*

—Linda Weintraub, Educational Therapist, formerly of Englewood High School

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During the six months that Howard has been at Englewood, I have seen him progress—he has become more self-reliant, more productive, more involved in things other than his handicap. He is adjusting and will continue to adjust because he has come to know that people, perhaps some teachers in particular, do care about him and how he feels and how his life is progressing.

The Englewood High School staff, faculty and student body feel both honored and proud to have Howard Jackson represent them.

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*Howard Jackson, Chief Lab Assistant, has a strong drive toward accomplishing objectives and exercises a great degree of initiative and self-reliance.*

*Howard enjoys working, communicating, and socializing with those around him. Other students feel comforted when Howard explains new functions of the computer. He has demonstrated a high degree of competence in programming and is an excellent trainer.*

—Mary Eldridge, Computer Instructor, Englewood High School

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**Nominated by:** Dorothy R. Appiah (Business Teacher), Englewood High School, 6201 S. Stewart Avenue, Chicago, IL 60621

**For additional information, contact:** Englewood High School, 6201 S. Stewart Avenue, Chicago, IL 60621



**Evan DeWall**  
**Highland Community College**  
**Freeport, IL**

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*Agriculture student applies computer technology to family farming.*

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Evan is an outstanding agriculture student. His interest was acquired at an early age because he comes from a family farm background. He works with his family on their dairy farm. He is an active member of the Highland basketball team, the Highland livestock judging team, and other school and agriculture-related activities. Evan is interested in computers and as a result is heavily into agricultural computer applications. At a fall college-wide open house, Evan drew a big crowd when he demonstrated computer programs he created for use in his own agriculture program. Evan is active in fair showing and animal husbandry, as well as non-farm activities. With agri-business/management moving to the fore in the United States, Mr. DeWall will emerge as a leader in the new agriculture which is rapidly emerging.

In high school at Forreston High, Evan DeWall was an active member of the student agriculture organization, Future Farmers of America, as well as his area 4-H Club activities. He also found time to participate in sports and local church activities and assist with the family farming operation.

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*Born and raised on a dairy farm, for ten years he was an active member of Friends for Friends 4-H club. His projects included poultry, dairy, crop and conservation. He was also active in county and state tractor driving contests. A graduate of Forreston High, Evan participated in FFA activities. He received a chapter farm degree and was active on numerous judging teams. Evan attended the Bailwell Reform Church. He is past president of the RCYF group at church. Evan worked on the family farm, as well as milked for area farmers. He plans to remain in Ag and is considering taking further schooling toward an advanced degree.*

— Bud Parks, Highland Community College

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**Nominated by:** Bud Parks, Automotive Mechanics Instructor, Highland Community College, Pearl City Road, Freeport, IL 61032 815/235-6121

**For additional information, contact:** Bud Parks, Automotive Mechanics Instructor, Highland Community College, Pearl City Road, Freeport, IL 61032 815/235-6121

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**Wrenn Nelson  
Triton College  
River Grove, IL**

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***Former dental laboratory technology student owns his own dental laboratory—Benchmark Dental Laboratory (Chicago, Northside)—and "has more work than he can handle."***

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Wrenn Nelson was a dental laboratory technology student at Triton College between the years of 1982 and 1984. During that period Wrenn was an exceptional student and an outstanding individual. He excelled not only in academics, but also in his technique laboratory classes.

Wrenn was very well liked by his peers and established himself as a class leader. The Triton faculty thought very highly of Wrenn and selected him as one of two students to receive an outstanding student award. The award included a membership in the regional dental technicians study group where Wrenn has become an active participant in the promotion of laboratory education.

#### **Career Change Establishes Goals**

Since Wrenn was an older returning adult, his goals were more clearly defined than many of his younger peers. After extensive research, Wrenn decided his career change would be to become a competent dental laboratory technician and someday own his own laboratory. He has accomplished both. He is the owner and operator of Benchmark Dental Laboratory.

---

*I feel Wrenn exemplifies the spirit and the intent of vocational education. Wrenn is an asset to the vocational community. His demonstration of drive and maturity has resulted in the type of individual the entire vocational community can be proud of.*

—Frank M. Loffredo, Program Coordinator, Dental Laboratory, Triton College

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#### **Wanted His Own Business**

*Mr. Wrenn Nelson was a student of mine for three semesters. During the time that I worked with him, he was a pleasure to work with. Wrenn was always on time*

*and he worked to his fullest capacity. He was always eager to learn all that there was to learn. Wrenn got along with all of his classmates and they at times looked up to him because he was one of the older students in the class. Mr. Nelson was thirty-eight years old at the time he attended Triton.*

*Mr. Nelson attended DePaul University and received a Bachelor of Arts degree in business in 1966. He then attended John Marshall Law School for one year after graduation from DePaul. Wrenn then went into the work force and worked in various jobs in business and restaurant management. He expressed a need to be on his own and came to Triton college to learn a new career so that he could have his own business. He wanted a business where he would be working with professional people and also would be working as a sole proprietorship. He found this in his one-man dental laboratory which he named Benchmark Dental Laboratory. He is located in Chicago, Illinois on the near north side. The last time that I talked with him, he said he was doing well and had more work than he could handle at that time. He said that he may be taking on employees to help with the laboratory.*

*Wrenn expressed to me that his training at Triton was very good and he feels he made the right decision to attend dental technology to gain his new career knowledge. He said that he enjoyed all of the experiences at Triton and missed being there.*

*If I could hand-select students for my classes, I would select students such as Wrenn Nelson. He deserves the best in anything that he engages in the dental laboratory field.*

—Wayne L. Szara, Sr. CDT, Instructor, Advance Full, Partial and Orthodontics, Triton College

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**Nominated by:** Frank M. Loffredo, Program Coordinator, Dental Laboratory, Triton College, 2000 Fifth Avenue, River Grove, IL 60171, 312-456-0300

**For additional information, contact:** Frank M. Loffredo, Program Coordinator, Dental Laboratory, Triton College, 2000 Fifth Avenue, River Grove, IL 60171, 312-456-0300

## Acknowledgements

On behalf of the Illinois Council on Vocational Education we express the following:

CONGRATULATIONS to those who were identified as successful

- Vocational education students
- Private sector individuals, businesses, industries, labor organizations, and community groups
- Teachers, administrators, guidance counselors
- Public sector individuals, councils, and agencies
- Providers for targeted populations

ESTEEM for Governor Thompson who, on behalf of the citizens of Illinois, expressed appreciation and congratulations to those who achieved and contributed to success in vocational education

### THANK YOU TO

- Persons submitting nominations for providing the success stories used in this publication and for organizing supporting information.
- Nominees for completing our questionnaires. Your responses were valuable.
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Ronald C. Morehead  
ICoVE Chair, 1985-86

Rep. Gordon Ropp  
ICoVE Chair, 1986-87

#### Awards Committee

Robert Beckwith  
Marilyn Kushak  
Rep. Gordon Ropp

#### Private Sector Initiatives Committee

Dr. Joseph Piland  
Consuelo Williams

#### Targeted Populations Committee

Jesse Rios  
Valee Salone

#### Dropout Committee

Hartzel Black  
Marie Malinauskas

## Legislative Mandates

The Illinois Council on Vocational Education (ICoVE) was established by the Carl D. Perkins Vocational Education Act of 1984. The thirteen-member council was appointed by Governor Thompson to fulfill mandates set forth in this federal legislation. Activities required of the Council include the following:

1. Conduct public hearings on vocational education.
2. Meet with and advise the Illinois State Board of Education on the development of a State Plan for Vocational Education.
3. Advise the Illinois State Board of Education and report to the Governor of Illinois, the business community, and the general public concerning
  - a. Policies needed in Illinois to strengthen vocational education programs, giving attention to programs for the handicapped.
  - b. Ways the private sector can help to modernize vocational education programs.
4. Analyze and report on how money for vocational education programs is distributed and used.
5. Analyze and report on the availability of needed vocational education activities and services throughout Illinois.
6. Consult with the Illinois State Board of Education on evaluation criteria for vocational education programs in Illinois.
7. Recommend to the Illinois State Board of Education how business concerns and labor organizations can best be used in vocational education programs.
8. Assess how federal funds support secondary and postsecondary vocational education programs.
9. Recommend to the Illinois State Board of Education how the public, particularly local employers and local labor organizations, can be involved in providing vocational education in local schools.
10. Report to the Illinois State Board of Education about equal access to quality vocational education programs for special populations such as handicapped, disadvantaged, limited-English speakers, single parents, adults needing training, criminal offenders, homemakers needing training.
11. Evaluate and then report ICoVE's findings and recommendations to the Governor of Illinois, the Illinois State Board of Education, the Illinois Job Training Coordinating Council, the U.S. Secretary of Education, and the U.S. Secretary of Labor about
  - a. The adequacy and effectiveness of vocational education and the Job Training Partnership Act (JTPA) programs in preparing Illinois citizens for employment, as required by federal legislation.
  - b. Coordination between vocational education and JTPA.
12. Help the Illinois State Board of Education establish technical committees from the private sector to develop lists of skills needed by workers in today's occupations.



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